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ABSTRACT

This document summarizes National Center for Education Statistics (NCES) data on the topic of lifelong learning, which is defined broadly as "all types of learning activities in which adults engage" and which includes both "traditional" and "nontraditional" (returning) postsecondary students. All 11 NCES data sets that report on the educational efforts of adults and ways they might be used to examine the topic of lifelong learning are briefly described. Information on the NCES databases is organized into four categories: longitudinal data on secondary school students; cross-sectional data on postsecondary students; longitudinal data on postsecondary school students; and cross-sectional data on adults. The following data sets are discussed: National Longitudinal Study of 1972; High School and Beyond: Sophomore Class of 1980 and Senior Class of 1982; National Educational Longitudinal Study of 1988; Integrated Postsecondary Education Data System; National Postsecondary Student Aid Study; Beginning Postsecondary Students Survey; Baccalaureate and Beyond; National Adult Literacy Survey; International Adult Literacy Survey; National Household Education Survey: Adult Education, 1991 and 1995; and Recent College Graduates Survey. Seven tables are included. Appended are a partial list of relevant NCES reports on topics related to lifelong learning and a listing of NCES working papers to date. (MN)

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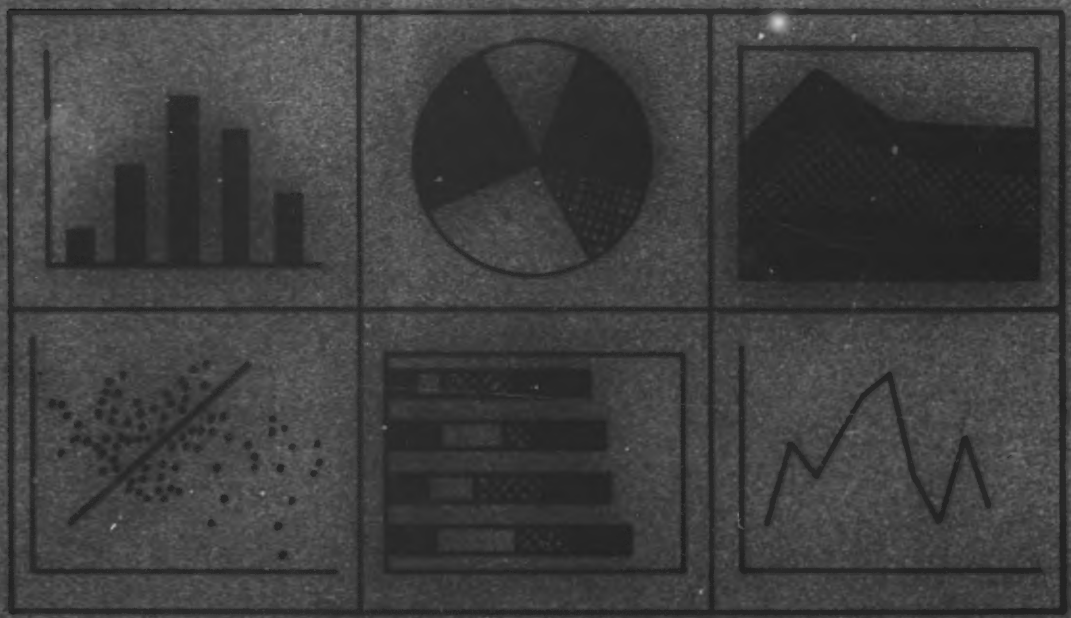

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Foreword

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Data Sources on Lifelong Learning Available from the National Center for Education Statistics

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May 1999

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Executive Summary

This paper reports on the availability of National Center for Education Statistics (NCES) data on the topic of lifelong learning. It includes all NCES data sets that report on adults aged 16 or older who are not in secondary education. The topic of lifelong learning is defined here as all types of learning activities in which adults engage. It includes "traditional" postsecondary students—those who begin immediately after high school and "nontraditional" students—those who are older when they pursue postsecondary education. Lifelong learning also extends beyond "formal" education, which leads to a degree, to include "informal" education that does not lead to degree attainment.

Each of the 11 NCES data sets identified is briefly described with attention to how it might be used to examine the topic of lifelong learning. While it is not possible to list all variables contained in each data set, an attempt is made to identify, in very general terms, possible topics for researchers interested in the topic of lifelong learning. Tables listing data by category will be of interest to researchers as an initial step to see whether the NCES survey collects data elements of use. Analysts will need to take the next step of gathering more information about the survey or obtaining the data set itself to further assess its usefulness for any particular inquiry.

Section 1: Introduction

In the past, most Americans segmented their adult lives into a period of preparation and training for a career, followed by steady career progression and eventual retirement. In modern, post-industrial society, the lines between work/career and training/education are not only blurred, but increasingly do not follow in orderly succession, nor are they always predictable. People in many sectors of the labor force find themselves needing additional formal or informal education throughout their working lives. Skills considered "cutting edge" today may become passe in a relatively brief span of time. Most Americans can anticipate being lifelong learners in the 21st Century.

Historically, NCES has fulfilled its mission to report on the condition of education in the United States by focusing on the compulsory and postsecondary education systems. As educational needs and opportunities have grown, NCES has begun to broaden its focus to include both pre-schoolers and adults. In the past decade, NCES has mounted considerable effort to collect data that examine the educational activities adults pursue, who does and does not participate in adult learning activities, and the barriers to participation. In addition to numerous surveys of postsecondary education participants, two surveys on adult education, and a major assessment of adult literacy, NCES also conducts a series of longitudinal surveys that span the high school years and continue several years after most formal education is completed.

Section 2: Overview and purpose

2.1 Statement of purpose

The purpose of this report is to summarize information about NCES data on the topic of lifelong learning. The topic of lifelong learning is defined here as *all types of learning activities in which adults engage*. It includes "traditional" postsecondary students—those who begin immediately after high school—and "non-traditional" students—those who are older when they pursue postsecondary education. Lifelong learning also extends beyond "formal" education, which leads to a degree, to include "informal" education, which does not lead to degree attainment.

The brief discussion here will not satisfy researchers requiring detailed information about NCES data; nor will this report necessarily answer all the questions that researchers bring to a new analysis. But it provides a comprehensive list of NCES data that are available on most topics pertinent to lifelong learning, and provides guidance on how to obtain more information, including the data files.

2.2 Using NCES data

NCES data are a rich resource for researchers interested in national-level statistics. The data sets meet rigorous standards for quality and have undergone extensive review and cleaning. Longitudinal surveys are required to have a response rate of at least 90 percent; cross-sectional

surveys are required to have response rates of at least 85 percent. A census of public schools usually obtains close to 100 percent of all institutions reporting. For these reasons, researchers using NCES data may be confident when they report national-level statistics.

The picture changes, however, when analysts' research questions involve special populations or less than national-level populations. Although the sample size of some data sets may appear to be sufficient to conduct lower-level analyses, caution should be used. For example, with the exception of NAEP (National Assessment of Educational Progress), it is usually inappropriate to use NCES sample surveys to conduct state-level analyses. In fact, many public-use data sets do not contain state identifiers. (Restricted-use data are available for some NCES studies and often include state variables. For procedures to access restricted-use data, see Appendix.) On the other hand, universe surveys covering a whole population, as is the case with the Integrated Postsecondary Data System (IPEDS), may be used to generalize about individual states.

2.3 Report overview

All NCES data sets that report on the educational efforts of adults (ages 16 and older) are included in this report. The data sets described here may be categorized as follows:

- *universe*—data were collected from each member of a population;
- *sample*—data were collected from a portion of the population to represent the whole population;
- *longitudinal* studies—following the same respondents over time; and
- *cross-sectional* studies—collecting data for a single point in time.

For most of these data sets, the focus of a survey was the individual—what types of learning activities were pursued, what resources were available, or what level of education individuals wanted to pursue. For only one study are the primary respondents not individuals but postsecondary institutions.

For each of the 11 data sets discussed in tables 1 and 2, there is a brief description of the data, including when the data were collected and approximate sample sizes. While it is not possible to list all variables contained in each data set, an attempt is made to identify, in very general terms,

possible topics for researchers interested in the broad topic of lifelong learning. Tables that list data elements by category will be of interest to researchers as an initial step to see if the survey collected data elements of use. Analysts will need to take the next step of gathering more information about the survey or obtaining the data set itself to further assess its usefulness for their particular inquiries. Table 1 on the following page displays information about each of the data sets described in this report, including the population represented and a brief description of the data set. Table 2 categorizes each data set by type (universe, sample, longitudinal, or cross-sectional) and lists the general topics covered in each data set, including more specific topics related to lifelong learning.

Table 1. NCES data sets that include lifelong learning issues: Respondents and survey description

Survey and Years	Respondents (data sources)	Brief Description
Longitudinal Data on Secondary School Students		
National Longitudinal Study of the High School Class of 1972 (NLS-72), 1972, 1973, 1974, 1976, 1979 and 1986	Students in their senior year of high school in 1972; high school records; school counselors and administrators.	Base-year student data were collected in school via self-administered questionnaires; follow-up data were collected by mail questionnaires; sample design was a national probability sample of public and private schools. Approximately 21,000 students participated in the first follow-up; and 12,800 participated in the 5th follow-up in 1986.
High School and Beyond (HS&B) 1980, 1982, 1984, 1986, 1992	High school sophomores and seniors attending public and private schools in 1980; parents; teachers and other school personnel; high school and postsecondary transcripts; and financial aid records.	Stratified national probability sample of secondary schools with some types of schools oversampled; the base-year survey collected data from 28,000 seniors and 30,000 sophomores; the third follow-up consisted of 12,000 members of the senior cohort and 15,000 of the sophomore cohort.
National Education Longitudinal Study of 1988 (NELS:88), 1988, 1990, 1992, 1994 *[future: 2000]*	Eighth graders attending public and private schools in 1988; parents; teachers; school administrators; student transcripts; and postsecondary institutions.	Two-stage national probability sample of schools with eighth graders in 1988; approximately 25,000 students were administered in-school surveys; computer assisted telephone interviews (CATI) were conducted for the third follow-up in 1994.
Cross-sectional Data on Postsecondary Students		
Integrated Postsecondary Data System (IPEDS) annual since 1986	Postsecondary institutions.	Questionnaires are mailed to the universe of approximately 11,000 institutions, and data are collected by the U.S. Bureau of the Census. Not all survey components were included each year; some surveys began at a later date, and some types of institutions have only recently been included.
National Postsecondary Student Aid Study (NPSAS) 1987, 1990, 1993, 1996 *[future: 2000]*	Postsecondary education students in 1987, 1990, 1993, and 1996; their parents; institutional records.	NPSAS is a nationwide study of students enrolled in degree-granting institutions, less-than-2-year institutions and community colleges. Each NPSAS survey has included at least 50,000 students from more than 1,000 institutions. Beginning with the 1989-90 survey, NPSAS includes a longitudinal component and collects baseline data for a specified cohort of students. These become either the BPS or B&B longitudinal studies (described below).
Longitudinal Data on Postsecondary Students		
Beginning Postsecondary Students (BPS) 1990 (base year): 1992, 1994 1996 (base year): 1998, *[future: 2001]*	Students beginning postsecondary education in 1989-90 and students beginning in 1995-96.	The BPS sample is based on the NPSAS sample, a large, nationally representative sample of institutions, students, and parents. Data from all components of NPSAS (the Student Record Abstract, the Student Interview, and the Parent Survey) are available as base year data for the BPS study. BPS:90 followed about 8,000 NPSAS:90 beginning postsecondary students; BPS:96 followed about 12,000 NPSAS:96 beginning postsecondary students.
Baccalaureate and Beyond (B&B) 1993 (base year): 1994, 1997 2000 (base year): *[future: 2001]*	Bachelor degree recipients in the 1992-93 academic year; postsecondary transcripts.	The B&B sample is based on the NPSAS sample, a large, nationally representative sample of institutions, students, and parents. Data from all components of NPSAS (the Student Record Abstract, the Student Interview, and the Parent Survey) are available as base year data for the B&B study. About 11,000 students who completed their degree in the 1992-93 academic year were included in the first B&B follow-up (B&B:93/94).
Cross-sectional Data on Adults		
National Adult Literacy Survey (NALS) 1992 *[future: 2002]*	Adults, ages 16 and older living in households; incarcerated adults in federal and state prisons.	NALS was administered in 1992 in-person by trained interviewers to a nationally representative probability sample of about 26,000 people aged 16 and older and to 1,000 incarcerated adults. Responses to literacy items were pooled and reported by proficiency scales on three dimensions of literacy.
International Adult Literacy Survey (IALS) 1994	Adults, ages 16 to 65 living in households in 22 countries. Seven countries participated initially: Canada, Germany, Netherlands, Poland, Sweden, Switzerland, and the United States.	IALS was administered to 1,500 to 1,800 persons per country. During the autumn of 1994, respondents were asked to perform a diverse set of literacy tasks and to complete a background questionnaire. Three literacy domains were assessed: Prose, document, and quantitative literacy. The IALS provides a detailed portrait on the condition of adult literacy and its relationship with an array of background and demographic characteristics.

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Table 1. NCES data sets that include lifelong learning issues: Respondents and survey description—Continued

Survey and Years	Respondents (data sources)	Brief Description
National Household Education Survey (NHES), Adult Education Component 1991, 1995, 1999 *[future: NHES in 2001 will have adult education component]*	Adults, ages 16 or older living in households, who were not enrolled in elementary or secondary school.	Both NHES:91 and NHES:95 were national household telephone surveys using random digit dialing. About 12,500 adult education interviews were conducted for NHES:91, and 19,700 for NHES:95. Statistical inferences may be made about the civilian, noninstitutionalized population.
Recent College Graduates (RCG), 1976, 1987, 1991	Bachelor and master degree recipients in 1976, 1987, and 1991.	Conducted periodically from 1976 to 1991, the RCG was replaced by B&B. RCG data are nationally representative and in 1991 were drawn from an initial sample of 400 out of 1,978 bachelor's and master's degree-granting institutions from the 1988-89 IPEDS schools.

Table 2. NCES data sets that include lifelong learning issues: Data components and type of survey

Survey Description	IPEDS	NLS	HS&B	NELS	NHES	NALS	IALS	RCG	NPSAS	BPS	B&B
Type of survey											
Universe/census	✓										
Sample		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Longitudinal (some longitudinal data also may be treated like cross-sectional data)		✓	✓	✓						✓	✓
Cross-sectional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Data Components: School Level Data											
Academic libraries	✓										
Completions	✓										
Fall enrollment	✓										
Fall enrollment in occupationally specific programs	✓										
Fall staff	✓										
Financial statistics	✓										
Graduation rates	✓										
Institutional characteristics	✓										
Salaries, tenure and fringe benefits of full-time instructional faculty	✓										
Data Components: Individual or Student Level Data											
Student background											
Demographic characteristics		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Disability status		✓	✓	✓		✓	✓		✓	✓	✓
Education background and history: secondary education											
Secondary school characteristics		✓	✓	✓							
Parent information (parents' background information, financial support for children's postsecondary education; reported by parent)			✓	✓					✓	✓	✓
Secondary school data or school administrator report		✓	✓	✓							
Teacher report (collected from teacher)			✓	✓							
Education background and history: postsecondary education											
Attendance at multiple institutions		✓	✓	✓				✓	✓	✓	✓
Financial assistance for postsecondary education		✓	✓	✓				✓	✓	✓	✓
Grade point average (some data are from transcripts and some from self-report)		✓	✓	✓				✓	✓	✓	✓
Postsecondary school progress		✓	✓	✓						✓	
Postsecondary school information (collected from the institution)			✓	✓	✓				✓	✓	
Student records (from postsecondary institution records: year in school; major; admission test scores; cost of attendance; financial aid; grade point average; date first enrolled)		✓	✓	✓				✓	✓	✓	✓

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Table 2. NCES data sets that include lifelong learning issues: Data components and type of survey—Continued

Survey Description	IPEDS	NLS	HS&B	NELS	NHES	NALS	IALS	RCG	NPSAS	BPS	B&B
Adult education (other than postsecondary education)											
Barriers to participation in adult education					✓		✓				
Characteristics of adult education activities (subject matter, duration, sponsorship, purpose and cost)					✓	✓	✓				
Participation in adult education activities		✓	✓	✓	✓	✓	✓				
Reasons for participation in adult education activities				✓	✓		✓				
Other education or related information											
Educational attainment		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Education and work plans		✓	✓	✓	✓			✓	✓	✓	✓
Literacy assessment or other cognitive assessment		✓	✓	✓		✓	✓				
Community service/Volunteer work				✓					✓	✓	✓
Employment and work history		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Section 3: Information about lifelong learning in NCES databases

The balance of this paper presents more detailed information about the 11 data sets relevant for research on lifelong learning. The topics in this section are divided into four general groupings based on survey type and survey population: (1) longitudinal data on high school students; (2) cross-sectional data on postsecondary students; (3) longitudinal data on postsecondary students; and (4) cross-sectional data on adults. The section begins with the longitudinal data on high school students. The three surveys that fall into this category were each started while the survey subjects were in secondary school—one while they were in eighth grade, one when they were in tenth or twelfth grades, and one when they were twelfth graders. For the purpose of lifelong learning, these surveys are useful because they follow the students as they leave high school and enter adult roles, usually work and family formation or postsecondary education.

3.1 Longitudinal data on secondary school students

In the National Longitudinal Study of 1972 former twelfth-graders were followed for 14 years; with the High School and Beyond Study, former sophomores were last surveyed 10 years after most had graduated from high school in 1982; and in the National Education Longitudinal Study, the former eighth graders of 1988 will again be surveyed in 2000, eight years after most graduated from high school. With each of these studies, it is possible to examine a cohort's post-high school transition and to make inter-cohort comparisons.

3.1.1 National Longitudinal Study of 1972 (NLS-72)

NLS-72 was the first longitudinal study conducted by NCES; this survey documents a cohort of students as they left high school and entered adult life. Participants in the study were selected in the spring of 1972 when they were seniors in high school. As shown in table 3 below, the records include data collected during the base year (1972) through a fifth follow-up (1986).

Table 3. National Longitudinal Study of 1972: Survey components by year of survey

Data collection	Survey components
Base year (high school seniors) Spring 1972	Student/individual questionnaire Cognitive tests School record abstract
First follow-up (about 1 year after high school) Fall 1973 to Spring 1974	Student/individual questionnaire
Second follow-up (about 2 years after high school) Fall 1974 to Spring 1975	Student/individual questionnaire
Third follow-up (about 4 years after high school) Fall 1976 to Spring 1977	Student/individual questionnaire
Fourth follow-up (about 7 years after high school) Fall 1979 to Spring 1980	Student/individual questionnaire Supplemental questionnaire on work and educational history Cognitive tests (subset of base-year instrument given to subsample)
Postsecondary education Transcript Study, conducted in 1984	Postsecondary school transcripts
Fifth follow-up (about 14 years after high school) Spring to Fall 1986	Student/individual questionnaire

NLS-72 data are available on CD from NCES, as raw data files, and with an ECB (electronic codebook) that facilitates the selection of variables to be used with standard statistical software packages (e.g., SAS or SPSS). Selected data analyses also may be conducted using the Data Analysis System (DAS)[1], also available on CD or via the Internet (see the NCES website, www.nces.ed.gov/das/).

Examples of possible questions that could be addressed using NLS-72 data include the following:

[1] The DAS is a Windows software tool that allows access to U.S. Department of Education survey data. The DAS generates tables specified by users who "tag" row and column variables of interest. The output tables contain estimates (usually student percentages) and corresponding standard errors, calculated taking into account the complex sampling designs used in NCES surveys. The DAS software can create correlation matrices that can be used as input to conduct multivariate analyses with most statistical software programs. The DAS prevents the reporting of small cell sizes or other data that would allow the identification of individual respondents.

- What are the effects of different types of educational programs on the economic outcomes of adults?
- What are the characteristics of adults who are most likely to engage in different types of educational programs after completing (or dropping out of) high school? What kinds of institutions do they attend? What are their reasons for enrollment?
- What student support services are most beneficial to non-traditional students?
- What are the patterns of work and school enrollment among adults who choose to return to postsecondary education after they are no longer the "traditional" college age? What are their characteristics?
- What learning activities do adults pursue after they complete their formal education? In what learning activities are they most likely to enroll?

It should be noted, however, that findings from NLS-72 can be generalized only to adults who were in the high school class of 1972.

3.1.2 High School and Beyond (HS&B): Sophomore class of 1980 and senior class of 1982

HS&B was the second longitudinal survey that NCES conducted. It began with two cohorts of students in 1980—those who were high school sophomores and those who were seniors. Subsequent follow-ups tracked their entry into the work force and/or postsecondary education for up to ten years after high school for the sophomore cohort and six years after high school for the senior cohort. Questions about educational attainment, employment, family formation, personal values, dropping out of high school (after the 10th grade) and community activities may be addressed with these data. Many survey questions in HS&B were designed to parallel those asked in NLS-72. Table 4 on the following page lists the various survey components available for the sophomore and senior cohorts. To review the general topics included in HS&B, see table 2.

Table 4. High School and Beyond: Data collection years and survey components

Year of survey	Sophomore Cohort (1980)	Senior Cohort (1980)
1980 (base year)	Student/Individual questionnaire Parent questionnaire Cognitive test Teacher questionnaire School questionnaire Twin/sibling questionnaire Friend-of-respondent questionnaire	Student/Individual questionnaire Parent questionnaire Cognitive test Teacher questionnaire School questionnaire Twin/sibling questionnaire
1982 (first follow-up)	Student/Individual questionnaire (most are high school seniors) Cognitive test High school transcripts School questionnaire Dropout questionnaire Twin/sibling questionnaire	Student/Individual questionnaire (most have been out of high school 2 years)
1984 (second follow-up)	Student/Individual questionnaire (most have been out of high school 2 years)	Student/Individual questionnaire (most have been out of high school 4 years) Student financial aid records Postsecondary education transcripts
1986 (third follow-up)	Student/Individual respondent (most have been out of high school 4 years)	Student/Individual questionnaire (most have been out of high school 6 years)
1992 (fourth follow-up)	Student/Individual respondent (most have been out of high school 10 years)	

HS&B data are available on CD from NCES, as restricted-use raw data files and with an ECB. Selected data analyses also may be conducted using the Data Analysis System (DAS), available on CD and via the Internet (see the NCES website, www.nces.ed.gov/das/).

The research questions that could be addressed using HS&B data are similar to those listed in the previous section on NLS. In addition, the following research issues could be addressed with HS&B data:

- How, when, and why do students, particularly older students, enroll in postsecondary education?
- Among those who had aspirations to complete a bachelor's degree, what are the differences in the characteristics of degree completers versus those who did not complete degrees?

- Do individuals who continue their education through the period of early adulthood earn more than those who do not? What is the effect of student financial aid on students who return to postsecondary education for either bachelor's or advanced degrees? For other types of education?
- What are the characteristics of people who enter the work force full-time in the area for which they are qualified compared with those who do not enter in their major field of study? Are there economic benefits to doing so?

Findings from the HS&B are generalizable only to adults that were in grade 10 and/or grade 12 in 1980.

3.1.3 National Education Longitudinal Study of 1988 (NELS:88)

The National Education Longitudinal Study of 1988 is the third longitudinal study conducted by NCES. The sample is nationally representative of eighth-grade students in 1988. Longitudinal or cross-sectional data analyses may be conducted using various waves of the study. The multiple survey components are listed in table 5 below; appropriate units of analysis are the individual subjects (who were eighth-graders in 1988), their parents (base-year only), and their schools (base-year only). Cases were added (the "freshened" sample) with each wave of the survey to include sufficient numbers to provide national estimates for cross-sectional analyses.

The first wave of data collection for NELS:88 surveyed eighth graders in 1988, and the most recent wave of the study was conducted in 1994, two years after the majority of respondents had completed high school. As indicated in table 5 below, NELS contained data from multiple sources including parents, school administrators, teachers, and school records. NELS is a valuable source of information about high school dropouts and "stop-outs" (those who did not complete high school "on time", but then returned to complete high school or attain a GED).

The third follow-up also requested extensive information not related to education, including work experience, income, family formation, and marital history. This wave of data collection used CATI (computer-assisted telephone interview) and some questions are less detailed than in

previous waves of the study. The final wave of data collection for the NELS study is scheduled for 2000 when the majority of 1988 eighth-graders would be about age 25 out of high school for six years.

NELS:88 data are available on CD from NCES as raw data files and with an ECB. Selected data analyses also may be conducted using the Data Analysis System (DAS), available on CD and via the Internet (see the NCES website, www.nces.ed.gov/das/).

Many of the same research issues related to lifelong learning that could be addressed with HS&B and NLS:72 also may be addressed using NELS data. Because NELS is a longitudinal data set that began data collection when students were in eighth grade, data analyses could span a longer period of time and examine precursors to later behaviors and outcomes. The limitation of NELS, from the perspective of topics related to lifelong learning, is that data have not been collected since 1994, two years after most had graduated from high school. The following is a list of some possible research topics using NELS to investigate the topic of lifelong learning:

- What are the demographic characteristics, achievement levels, and school characteristics of persons who continue their education beyond high school? How do those that continue their education differ from those who do not?
- What are the typical patterns whereby students move in and out of school (from eighth grade on)? What types of schools do individuals choose to attend when they are returning to school?
- How do recent high school graduates who continue their education differ from those who do not? How do non-college attenders who say they plan to return to school differ from those who do not have plans for further education?

As with previous longitudinal studies, the findings from NELS:88 can be generalized only to adults who were part of the original NELS cohorts, rather than to all adults.

Table 5. NELS:88: Data collection years and survey components

Data collection	Survey component
Base Year: 1988	Student questionnaire
	School principal questionnaire
	Teacher questionnaire
	Parent questionnaire
	Cognitive tests
First Follow-up: 1990	Student questionnaire
	Dropout questionnaire
	School principal questionnaire
	Cognitive tests
	Teacher questionnaire
Second follow-up: 1992	Student questionnaire
	Cognitive tests
	Dropout questionnaire
	Teacher questionnaire
	Parent questionnaire
	School principal questionnaire
	High school transcript
Third follow-up: 1994	Former eighth grade (1988) student (and dropout) questionnaire
	Postsecondary institution questionnaire
Fourth follow-up: 2000	Former eighth grade (1988) student (and dropout) questionnaire
	Postsecondary transcript

3.2 Cross-sectional data on postsecondary students

NCES cross-sectional data sets on postsecondary students include the Integrated Postsecondary Education Data System (IPEDS) and National Postsecondary Student Aid Study (NPSAS).

3.2.1 Integrated Postsecondary Education Data System (IPEDS)

IPEDS is a system of census surveys designed to collect data from all providers of postsecondary education, consisting of approximately 10,000 postsecondary institutions. Institutions whose students are eligible for federal financial assistance are required to submit completed annual

IPEDS surveys[2]. It is the only survey described here that is not a sample survey, because (virtually) every member of the population of institutions is surveyed. Both "traditional" and "non-traditional" postsecondary schools are included—baccalaureate or higher degree institutions, 2-year award institutions and less than 2-year institutions.

IPEDS consists of a series of interrelated surveys that collect institution-level data in such areas as enrollments, program completions, faculty, staff, finances, and academic libraries. IPEDS provides data for analyzing and reporting on such subjects as trends in enrollment, degree completions and staffing by sex and race/ethnicity, enrollment by age, institutional expenditures and revenues, tuition and fees, faculty salaries and composition, and types and numbers of institutions. Researchers interested in the types of institutions that non-traditional (older) students attend could link information from the enrollment section where age is reported with various other sections in IPEDS.

The *institutional characteristics survey* includes school name and address; control/affiliation; levels of awards; types of student services; types of course offerings (academic, occupational, recreational, avocational, adult basic education, secondary programs); tuition and fees; and room and board charges. *Financial information* is reported in the following categories: current fund revenues by source; current fund expenditures by function; scholarships and fellowships by source of aid; assets and indebtedness; and endowment. The *faculty survey* includes information on salaries, tenure, and fringe benefits of full-time instructional faculty; the number of full-time instructional faculty by rank, sex, tenure status and length of contract; salaries and fringe benefits of full-time faculty; fall staffing (collected in odd years); number of institutional staff by occupational activity, full- and part-time status, sex, and race/ethnicity. The IPEDS *survey on fall enrollment* requests information on the number of full- and part-time students, by racial/ethnic category and sex for undergraduates, first-professional students, and graduates; age by level of enrollment and sex (odd-numbered years); and first-time degree-seeking student

[2] Institutions that are not eligible to participate in federal financial aid programs (mainly those offering very short programs, of less than 3 months) are not well-represented in IPEDS and are not included in all IPEDS survey components.

enrollments by state of residence (even-numbered years). *Completion information* includes the number of associate, bachelor's, master's, doctor's, and first-professional degrees conferred, by race/ethnicity, sex, and area of concentration (major fields) in two- to six-digit CIP (Classification of Instructional Programs) codes. The newest part of IPEDS is the *survey on graduation rates*. Institutions are now asked about cohorts of entering students, by sex, race/ethnicity and participation in athletically-related student aid; transfers to other institutions; drop-outs and stop-outs from institutions and changes in status from full-time to part-time. The first data on graduation rates will report on information from 1997.

All data collected by IPEDS are public and available on the Internet; early releases of data are also available on the Internet. When data are finalized for release, with a typical lag time of about two years from the time of data collection, they are available on CD accompanied by software to facilitate access. The latest CD was issued in May 1998 and included data for five academic years, 1991-92 through 1995-96. The software that comes with the CD includes screens organized to retrieve data in the following general categories: institutional information, institutional classifications (public/private sector, affiliation, award levels, Carnegie Classification codes), enrollment, enrollment summaries by race/ethnicity and sex, program offerings in broad categories (two-digit CIP codes), institutional revenues, and number of full-time faculty. The CD also includes raw data from the most recent year released, as well as information about using the data with statistical software programs for users who require more in-depth analyses.

Examples of research questions that could be explored using IPEDS include:

- What programs do different types of postsecondary education institutions offer?
- What are the characteristics of institutions that have higher proportions of older students, compared to institutions that have lower proportions of older students? Do they differ in terms of the programs offered; salaries, benefits and academic rank of faculty; resources of academic libraries; and characteristics of students who receive degrees?
- What states have higher proportions of non-traditional students; i.e., part-time and older students?

3.2.2 National Postsecondary Student Aid Study (NPSAS)

NPSAS surveys students enrolled in less-than-2-year institutions, community and junior colleges, 4-year colleges, and major universities located in the United States and Puerto Rico. Both financial aid recipients and non-recipients are included in the survey. Information sources include student records, student telephone interviews (conducted by CATI), a subsample of parent interviews (CATI) and administrative financial aid records. Data are nationally representative of students in postsecondary institutions in the schools years of 1986-87, 1989-90, 1992-93, and 1995-96. A current NPSAS is being conducted in 1999-2000.

NPSAS includes information about student and family demographics, education expenses, parental financial support, financial aid, student income, postsecondary course of study, enrollment status, employment, and education aspirations. Table 6 shows the various data components available from NPSAS as well as from the longitudinal data sets, B&B and BPS, which use NPSAS surveys as their base-year of data collection.

NPSAS data are available in two formats—one that is publicly available and one that is available only as restricted-use data. Public-use NPSAS data with a DAS (data analysis system) are available on CD and at the NCES website (http://www.nces.ed.gov/das). Restricted-use data come with an ECB and in ASCII files.

Possible research topics that can be addressed using NPSAS data include the following:

- What are the background characteristics of nontraditional students, compared with traditional students?
- What are the differences between traditional and non-traditional students in their career goals?
- Are there differences between traditional and non-traditional students in their needs and/or utilization of student services and special programs or courses (e.g., remedial/developmental courses)?

- How do traditional and non-traditional students compare with respect to their performance in classes, as measured by their grades or other measures (e.g., scores on the Graduate Record Exam)?
- How do traditional and non-traditional students differ in their course taking, major field of study, choice of postsecondary institution, or participation in occupational education?

3.3 Longitudinal data on postsecondary students

NPSAS has provided base year data for two longitudinal studies conducted by NCES—the Baccalaureate and Beyond (B&B) study and the Beginning Postsecondary Students (BPS) study—described below. Table 7 shows the years of data collection for each of the surveys that use NPSAS as the base year.

Table 6. Postsecondary longitudinal surveys: Survey components

Data Components	*NPSAS**	*BPS:90/92/94*	*B&B:93/94/97*
Student record abstract from institutional records (NPSAS:87; NPSAS:90; NPSAS:93; NPSAS:96; NPSAS:00)			
Year in school	✓	✓	✓
Major field of study	✓	✓	✓
Type and control of institution	✓	✓	✓
Attendance status	✓	✓	✓
Tuition and fees	✓	✓	✓
Admission test scores	✓	✓	✓
Financial aid awards	✓	✓	✓
Cost of attendance	✓		
Student budget information and expected family contribution for financial-aid students	✓		
Grade point average	✓	✓	✓
Age	✓	✓	✓
Date first enrolled	✓	✓	✓
Parent survey (NPSAS:87; NPSAS:90; NPSAS:93; NPSAS:96; NPSAS:00)			
Parents' marital status	✓	✓	✓
Age	✓	✓	✓
Highest level of education achieved	✓	✓	✓
Income	✓	✓	✓
Amount of financial support provided to children	✓	✓	✓
Types of financing used to pay child's educational expenses	✓	✓	✓
Occupation and industry	✓	✓	✓
Student Interview (NPSAS:87; NPSAS:90; NPSAS:93; NPSAS:96; NPSAS:00)			
Undergraduate course work (not transcript)		✓	✓
Institutions attended	✓	✓	✓
Grades	✓	✓	✓
Credits attempted and earned	✓	✓	✓
Academic honors earned		✓	✓
Level (type of degree program)	✓	✓	✓
Major field of study	✓	✓	✓
Financial aid	✓	✓	✓
Other sources of financial support	✓	✓	✓
Monthly expenses	✓	✓	✓
Reasons for selecting the school attended	✓	✓	✓
Marital status/family formation	✓	✓	✓
Age	✓	✓	✓
Race/ethnicity	✓	✓	✓
Sex	✓	✓	✓
Highest degree expected and attained	✓	✓	✓
Employment and income	✓	✓	✓
Community/public service and political participation	✓	✓	✓
Work experience	✓	✓	✓
Post-degree completion/Former student interview			
Employment			✓
Job search activities			✓
Expectations for and entry into teaching (and teacher certification status)			✓
Job training and responsibilities			✓
Expectations/entry into graduate school			✓
Enrollment after degree			✓
Financial aid			✓

* For NPSAS survey years, see first column.

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Table 6. Postsecondary longitudinal surveys: Survey components—Continued

Data Components	*NPSAS**	*BPS:90/92/94*	*B&B:93/94/97*
Loan repayment/status			✓
Income			✓
Family formation and responsibilities			✓
Community service			✓
Additional job training			✓
Undergraduate coursework			✓
Institutions attended			✓
Grades			✓
Credits attempted and earned			✓
Academic honors			✓
Department of Education Financial Aid Application/Loan Records (NPSAS:93 NPSAS:96)			
Types and amounts of federal financial aid received	✓		
Total federal debt accrued	✓		
Loan repayment status	✓		

* For NPSAS survey years, see first column.

Table 7. Postsecondary longitudinal surveys: Data collection years

NPSAS (base year)	**BPS** (year of follow-up to NPSAS base year)		**B&B** (year of follow-up to NPSAS base year)	
1986-87				
1989-90	1992 (BPS:90/92)	1994 (BPS:90/94)		
1992-93			1994 (B&B:93/94)	1997 (B&B:93/97)
1995-96	1998 (BPS:96/98)			
1999-00			(Expected) 2001 (B&B:00/01)	

3.3.1 Beginning Postsecondary Students Survey (BPS)

The first BPS cohort selected students from the 1989-90 NPSAS who were in their first year of postsecondary education. Data were collected in 1992 (BPS:90/92) and 1994 (BPS:90/94). Data from all components of NPSAS (the Student Record Abstract, the Student Interview, and the Parent Survey) comprise the base-year data for the BPS. The sample size of the first BPS is 8,000 students and 6,000 parents. The second BPS cohort, BPS:96/98, was based on NPSAS:96 and the first follow-up was conducted in 1998. It included about 12,000 students from more than 800 institutions.

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Information is collected in BPS on student persistence, progress, and attainment from the initial entry into postsecondary schools through school leaving school and work force entry. One objective of BPS was to design a study that includes both traditional and non-traditional students. Following students after they have entered postsecondary institutions allows analysts to compare traditional and non-traditional students concerning the relationships between work and education and the effects of postsecondary education. The BPS provides a rich source of data for analyses on topics related to postsecondary education, including information from postsecondary transcripts and financial aid records for the entire undergraduate career. Because NPSAS data are linked with BPS, information about family background (as reported by parents) prior to undergraduate admission are available, as well as student and school reports of academic persistence, educational aspirations, and various demographic information.

BPS data are available only in restricted-use form, although many variables are included in the DAS for BPS. Information about either format is available on the Internet.

In addition to those listed for NPSAS, possible research topics that can be addressed with BPS data include the following:

- What are the differences in persistence and attainment between traditional and non-traditional students?
- Which non-traditional students are most likely to enter graduate school?
- Which non-traditional students are most likely to drop out of baccalaureate programs and to return to postsecondary education?
- What educational and work experiences are related to persistence and degree attainment?
- Do non-traditional part-time (or discontinuous) students have the same educational goals as full-time, consistent students? How do nontraditional students compare to traditional students in these categories?
- What are the similarities and differences between traditional and non-traditional students regarding their educational goals and finances and their timing and entry into graduate school?

3.3.2 Baccalaureate and Beyond (B&B)

The B&B is a longitudinal survey; the base-year survey consists of NPSAS:93 students who completed their baccalaureate degrees in the 1992-93 academic year. The survey was administered to a nationally representative sample of students who where graduating in 1992-93. Follow-up surveys have been conducted in 1994 and 1997, including the collection of undergraduate transcript records in 1994. The plan is to follow each B&B cohort for 12 years, covering the period when most students, including those who enroll in graduate school, make the transition to employment. The data collected in the first year after graduation (the first follow-up, with NPSAS being the base year) may be treated as cross-sectional data and are comparable to the previous, Recent College Graduates survey (RCG)[3]. Of particular policy interest in B&B are the career paths of those students who enter public service areas, especially teaching.

All of the NPSAS data components (the Student Record Abstract, the Student Interview, and the Parent Survey) described above are available as the base year of B&B. About 11,000 students who completed their degrees in the 1992-93 academic year were included in the first B&B (B&B:93). The First Follow-up (1994) includes student interview data and undergraduate transcripts. With these data, employment and enrollment patterns may be explored for sub-groups of degree recipients, including students with disabilities, racial and ethnic minorities, students from families with low incomes, and older students.

B&B data are available only in restricted-use form, although many variables are included in the DAS for BPS. Information about either format is available on the Internet.

Possible research topics that could be addressed using B&B include most of those listed above for NPSAS and BPS. In addition, B&B can address the following research questions:

- What is the relationship between family status and entry to graduate school? Are there differences for traditional and non-traditional students?
- What is the effect of postsecondary education on the economic outcomes for non-traditional versus traditional students?

[3] Unlike the B&B, the RCG included masters degree students.

- What are there differences between bachelor-degree recipients who continue their education and those who do not?
- To what extent do bachelor-degree recipients obtain employment in an occupation consistent with their major field of study? Are there differences in earnings between those who work in their field and those who do not?

3.4 Cross-sectional data on adults

Cross-sectional studies do not afford the opportunity to examine change over time, unless there are repeated measures taken over time. This section describes three cross-sectional studies, two of which were repeated, at least in part, so that changes in the populations studied could be examined over time.

3.4.1 National Adult Literacy Survey (NALS): 1992

The 1992 National Adult Literacy Survey (NALS) is the largest assessment of adult literacy conducted in the United States. It is a household survey that collects data from about 13,600 persons, age 16 and older, using a four-stage, stratified sample. In addition to a nationally representative sample of adults living in households, 12 states funded sample supplements that yield state-representative samples. To ensure high response rates, some respondents received a financial incentive ($20). The NALS also included a separate prison inmate sample. The nationally representative prison sample consisted of 1,147 respondents from 87 state and federal prisons.

The NALS consists of two components—a literacy assessment and a background questionnaire. The literacy assessment is comprised of three literacy scales that measure the ability to perform tasks that simulate real-life experiences. Literacy was measured along three dimensions: (1) prose literacy—the ability to understand and use information from texts such as editorials, news stories, and poems; (2) document literacy—the ability to locate and use information contained in documents such as job applications or payroll forms, bus schedules, maps, tables, and indices; and (3) quantitative literacy—the ability to apply arithmetic operations to numbers

embedded in printed materials, such as balancing a checkbook, figuring a tip, completing an order form, or determining the amount of interest from a loan advertisement.

The background questionnaire consists of six sections. The general and language background section asks about country of birth, education before coming to the United States, current use of English language and self-evaluation of English proficiency. Information about educational background and experiences includes highest level of education, current education aspirations, type of current training or course-work and any physical, mental, or health conditions that may affect literacy skills. Respondents were asked about their employment history, earnings, and the occupation and industry of their current positions. The survey collects information on the frequency of activities that require various types of literacy skills, as well as information about whether literacy activities pertain to job requirements or for personal reasons.[4] Finally, demographic data were included, such as the educational attainment of parents, marital status, number of people in family employed full- and part-time, sources of income other than employment, family and personal income from all sources, race/ethnicity, age, and sex.

Survey items requested from the prison population included the following six components: (1) general and language background; (2) educational background and experiences; (3) current offenses and criminal history; (4) prison work assignments and labor force participation prior to incarceration; (5) literacy activities; and (6) demographic information.

Public NALS data are accessible through the Internet (www.nces.ed.gov/nadlits/data.html) and consist of three primary data files (the prison sample, sample of adults who were paid and adults who were not paid) and three spreadsheet files containing prose, document, and quantitative literacy item parameters (from a three-parameter item response theory model).

Possible research issues that could be explored using NALS include the following:

- What background characteristics correlate with different levels of literacy?

[4] Examples of activities requiring literacy on a very basic level include computing a total for a bank deposit slip, locating the time or place of an event on a form, and identifying a piece of specific information in a brief news article.

- What are the relationships between individuals' physical, mental or health conditions and their literacy levels?
- What is the relationship between literacy and earnings and employment? How might an increase in literacy affect earnings among adults who have low levels of literacy?
- Among persons for whom English is not their first language, what is the relationship between English proficiency and earnings and employment?
- What is the relationship between literacy level and interest in further skill development or education?

3.4.2 International Adult Literacy Survey (IALS): 1994

The International Adult Literacy Survey was a collaborative project designed to inform both education and labor market policy and program development activities in participating countries. Originally conducted in seven countries (Canada, Germany, the Netherlands, Poland, Sweden, French- and German-speaking Switzerland and the United States), it was subsequently conducted in five additional countries (Australia, Flemish-speaking Belgium, Ireland, New Zealand, and the United Kingdom), and in its final phase, in an additional ten countries. The international portion of the study was carried out under the auspices of an International Steering Committee chaired by Canada, with each participating country holding a seat on the committee, along with representatives from the Organisation for Economic Co-operation and Development (OECD), European Communities, and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The IALS combined the techniques of household-based survey research with those of educational testing. Data collectors went to people's homes to assess their literacy abilities and to administer a background questionnaire on demographic characteristics and adult learning. Three domains of literacy were assessed: prose, document and quantitative literacy. Researchers constructed a 500-point scale to define competency in each domain.

The background survey[5] has nine sections including (1) general information covering country of origin, immigration history, and educational attainment; (2) linguistic information, (3) parental information; (4) labor force information; (5) reading and writing (at work) and looking for work; (6) adult education; (7) reading and writing (general); (8) family literacy; and (9) household information. IALS data and reports are available from Statistics Canada (www.statcan.ca:80/cgi-bin/search/search.cgi).

Plans are underway to conduct a similar, more comprehensive literacy study in 2002, called the International Life Skills Survey (ILSS). The ILSS is designed to identify and measure a broad range of skills in the adult population (ages 16-65) in each participating country. The skills to be measured include prose and document literacy, numeracy, problem solving, practical cognition, information communication technology, and teamwork. Through its links to and close parallels with the IALS, the ILSS will ensure a broad consistency of approach, while capitalizing on the strengths of similar survey and instrument development efforts.

Questions that are appropriate to address using IALS include the following:

- What background characteristics are associated with different levels of literacy in different countries?
- What background characteristics and literacy levels are associated with different employment patterns?
- What international differences are observed in literacy levels, in background characteristics, and in the availability of adult education?
- Among respondents with the lowest literacy scores, are there differences between countries in respondent attitudes about wanting to increase their literacy level?
- How do literacy levels vary by country and economic opportunity; i.e., is there a greater deleterious effect of a low literacy level in some countries compared with others?

[5] These sections were included on the Canadian survey. Other countries may have used different questions.

3.4.3 National Household Education Survey (NHES): Adult Education, 1991 and 1995

The NHES is a computer-assisted telephone interview (CATI) survey of the non-institutionalized civilian population of the United States. Households are selected for the survey using random-digit-dialing (RDD) methods. The population of interest for the Adult Education Component of the NHES is household members, age 16 and over, who were not enrolled in elementary or secondary school as part of a regular high school program at the time of the interview. Survey topics included questions about their full-time and part-time adult education experiences within the 12 months preceding the survey. The survey collected data to describe educational activities, as well as the characteristics of participants and non-participants in adult education activities. Background questions included basic demographic items such as race/ethnicity, sex, age, marital status, employment, number of children, household income, household composition, and educational attainment. Approximately 12,600 interviews were completed in 1991, and 19,700 in 1995.

NHES used an inclusive definition of adult education. Participation in adult education included full- or part-time enrollment in a college or vocational program or continuing education, participation in non-credit courses, correspondence courses, or tutoring, as well as participation in other educational activities provided by employers, community groups, and other providers. Respondents were asked the names of courses, number of separate adult education activities, the general subject matter, reason for taking the course, course sponsors and location, employer requirements, instructional practices, education financing and costs, class length, completion status, and, in the 1991 survey, class work to prepare for naturalization as a citizen. If the respondents had not taken any adult education, they were asked what factors deterred them from enrolling in adult education. All respondents also were asked if they had used a public library.

The NHES:95 largely repeated questions from NHES:91, but divided adult education activities into seven categories: English-as-a-second-language; basic skills and GED preparation; credential programs; apprenticeship; career- or job-related activities; other formal structured activities; and computer-only or video-only instruction. Detailed information about adult

education activities is available, although analysts are cautioned about the complexity of the data, as respondents may have participated in more than one activity.

NHES:91 and NHES:95 data are available on CD. ECB software comes with the data files to assist analysts in extracting the sample of their choice. Public-use and restricted-use data files are available.

The types of research topics that may be explored with the NHES adult education surveys include the following:

- What are the characteristics of those who participate in adult education compared to non-participants? What are the patterns of adult education participation (by demographic and labor force characteristics)?
- In what types of programs do adults participate?
- What kinds of support (employer-sponsored or other financial support) do participants receive?
- How does the type of education activity change over the life span (i.e., do older adults engage in different kinds of activities than those who are younger)?
- What barriers do non-participants identify? What are the background characteristics of nonparticipants? From the barriers that non-participants identify, what might institutions do to increase enrollment?
- What is the relationship between participation in adult education and adults' occupation and earnings?
- What reasons do adult education participants identify that motivate them to enroll?
- What is the relationship between the cost of adult education and participation for various types of adults?
- What types of adult participants are most likely to enroll with what types of education providers?

3.4.4 Recent College Graduates Survey (RCG)

The RCG was designed to produce national estimates on the potential supply of new elementary and secondary teachers; however, these data also may be used for analyses of the immediate post-degree employment and education experiences of bachelor's or master's degree recipients from colleges or universities in the United States. The RCG sample was drawn from the universe of postsecondary students within one year after attaining a bachelor's or master's degree. The 1991 RCG study used a two-stage sampling design. The first stage consisted of drawing a stratified sample of schools, using IPEDS institutions as the initial sampling frame. The second stage called for the selection of a core sample of 18,000 graduates from the selected institutions. Oversampling was done to ensure adequate sample sizes for groups of interest including blacks, Hispanics, math and physical science bachelor degree recipients, and education majors. The RCG was conducted sporadically from 1976 to 1991. In 1994, NCES replaced the RCG with Baccalaureate and Beyond (B&B, discussed above).

The RCG provides data on the relationship between courses taken, student achievement, and occupational outcomes. Transcript data also are available for 1987 bachelor degree recipients, including courses taken at up to five postsecondary institutions. Data components in RCG include date of graduation; field of study; graduates newly qualified to teach; further enrollment; financial aid; employment status; job characteristics and earnings; and demographic information.

RCG data are available on CD as restricted-use files. There is no DAS for the RCG. For lists of possible research topics, see the sections above that describe NPSAS, B&B, and BPS.

Appendix

Information about the procedures to obtain all NCES data is located on the NCES website (www.nces.ed.gov). For information about obtaining a license to use restricted data, request a *Restricted-Use Data Procedures Manual* from the Data Security Officer (Statistical Standards and Methodology Division, NCES/OERI, Room 408, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5654), 202/219-1920.

Below is a partial list of relevant NCES reports on topics related to lifelong learning. An NCES publication number follows each entry. For more information about a particular NCES data set, as well as reference and methodology reports, see the information available on the NCES website.

B&B

Early Labor Force Experiences and Debt Burden. 1997, NCES #97-286

A Descriptive Summary of 1992-1993 Bachelor's Degree Recipients: One Year Later. August 30, 1996, NCES #96-158.

BPS

Nontraditional Undergraduate: Trends in Enrollment from 1986 to 1992 and Persistence and Attainment Among 1989-90 Beginning Postsecondary Students. December 5, 1996, NCES #97-578.

Profile of Part-time Undergraduates in Postsecondary Education: 1989-90. July 26, 1996, NCES #95-173.

Profile of Older Undergraduates: 1989-90. May 30, 1995, NCES #95-167

HSB

Patterns and Consequences of Delay in Postsecondary Education. February 12, 1990, NCES #90-346.

IALS

Literacy, Economy and Society. December 1995

Literacy Skills for the Knowledge Society. 1997

NALS

Literacy of Older Adults in America. January 23, 1996, NCES #97-576.

Adult Literacy in America: A First Look at the Findings of the National Adult Literacy Survey. August 30, 1993, NCES #93-275.

Labor Market Outcomes of Literacy and Education (Indicator of the Month). February 14, 1996, NCES #96-793.

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NELS

Subsequent Educational Attainment of High School Dropouts. June 10, 1998, NCES #98-085

Confronting the Odds: Students at Risk and the Pipeline to Higher Education. January 7, 1998, NCES #98-094

Access to Postsecondary Education for the 1992 High School Graduates. October 9, 1997, NCES #98-105.

NELS:88/94 Descriptive Summary Report With an Essay on "Access and Choice in Postsecondary Education". May 10, 1996, NCES #96-175.

NHES

Participation of Adults in English-as-a-Second-Language Classes: 1994-95. July 1, 1997, NCES #97-319.

Participation in Basic Skills Education: 1994-95. March 17, 1997, NCES #97-325.

Forty Percent of Adults Participate in Adult Education Activities: 1994-1995. November 6, 1995, NCES #95-823.

Adult Education: Employment-Related Training. May 11, 1994, NCES #94-471.

Adult Education: Main Reasons for Participating. June 23, 1993, NCES #93-451.

Adult Education Profile for 1990-1991. January 15, 1992, NCES #92-222.

Adult Education: Employment-Related Training. May 11, 1994, NCES #94-471.

NLS

Trends in Postsecondary Credit Production 1972 and 1980 High School Graduates. June 26, 1990, NCES #90-351.

Patterns and Consequences of Delay in Postsecondary Education. February 12, 1990, NCES #90-346.

NPSAS

Profile of Older Undergraduates: 1989-90. May 30, 1995, NCES #95-167.

Undergraduates Who Work While Enrolled in Postsecondary Education: 1989-90. September 12, 1994, NCES #94-311.

RCG

Occupational and Educational Outcomes of 1989-90 Bachelor's Degree Recipients 1 Year After Graduation: 1991. April 15, 1993, NCES #92-162.

Listing of NCES Working Papers to Date

Please contact Angela Miles at (202) 219-1761 (angela_miles@ed.gov)
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

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Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

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Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

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Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

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Number	Title	Contact
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-38 (Nov.)	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40 (Nov.)	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
97-41 (Dec.)	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42 (Jan. 1998)	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-43 (Dec.)	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
97-44 (Dec.)	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01 (Jan.)	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02 (Jan.)	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-03 (Feb.)	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-04 (Feb.)	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

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Number	Title	Contact
98-05 (Mar.)	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-06 (May)	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-07 (May)	Decennial Census School District Project Planning Report	Tai Phan
98-08 (July)	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-09 (Aug.)	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-10 (Aug.)	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
98-11 (Aug.)	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-12 (Oct.)	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13 (Oct.)	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14 (Oct.)	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15 (Oct.)	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16 (Dec.)	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
98-17 (Dec.)	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White

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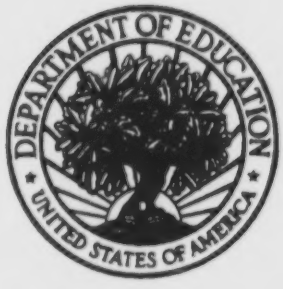
Number	Title	Contact
1999-01 (Jan.)	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
1999-02 (Feb.)	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-03 (Feb.)	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
1999-04 (Feb.)	Measuring Teacher Qualifications	Dan Kasprzyk
1999-05 (Mar.)	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06 (Mar.)	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-07 (Apr.)	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08 (May)	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-09a (May)	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b (May)	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c (May)	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d (May)	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e (May)	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f (May)	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g (May)	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
1999-10 (May)	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-11 (May)	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson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